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Follow Through:

A Decade of Compensatory Education



In 1962 James Meredith walked between rows of federal agents and up the steps of the University of Mississippi--the first black ever. In the middle of the decade, block after block in Watts and Detroit would go up in flames of black rage. By 1970 students would be shot at Kent State. And all the time there was that war.

Those were the sixties; and underlying the mood of that entire decade was the feeling that we had failed in a massive and cruel way the poor and disadvantaged of this country. If you were in education at the time, you know that much legislation for education was born in the spirit of reform that was one positive expression of the rampant dissatisfaction of the times. Education probably more than any other cultural institution was singled out to overcome and prevent the social malaise of poverty.

It was from that period that Head Start, the Neighborhood Youth

Corps and VISTA were born, not to mention the National Defense Education Act (NDEA), the Elementary and Secondary Education Act (ESEA) and the Vocational Education Act--funding that has become the backbone of federal assistance to education. This story is about one small federal education project known as Follow Through that grew out of those visionary sixties.

Some of that imaginative reforming came up short on realistic goals. For example, Head Start in its first year of operation in 1964 promised to bring culturally deprived children to educational parity with middle class children in one, eight-week session. Giving credit where credit is due, the federal officials extended Head Start to a more realistic year-long compensatory program in its second year.

Even after the expansion of Head Start, prominent educators began to

decry what they saw as still an insufficient program. They said the traditional school was destroying the results of Head Start and what was needed was an extended program if these children ever were to survive the structure of traditional schools. What was needed was a follow through of the Head Start effort.

The first problem in designing an extended program was that those same prominent educators could not agree on what was the best way to go about following through. So instead of massive nation-wide compensatory programs on the order of Head Start, Follow Through became a test of about six major educational models for compensatory education ranging from entirely materials-centered, programmed instruction to entirely child-centered, teacher training programs. Major universities selected models and conducted field tests in forty elementary schools across the nation.

Longfellow and Emerson elementary schools in Great Falls comprise one of those forty sites and still operate their kindergarten through third grades as the test of a model proposed by the University of North Dakota Center for Teaching and Learning in Grand Forks.

Follow Through is probably the most comprehensive attempt coming from the federal government to learn how to treat the range of problems confronting the children of poverty. Removed from the context of titles and history, Follow Through is a story about two schools in a run-down neighborhood on the south side of Great Falls trying to teach elementary level children who simply do not respond to traditional public schooling.

Just a few small measures reveal the waste of human potential in the education portion of the poverty cycle. According to Fay Lesmeister, Project Director of Follow Through since its beginnings in 1967 and now also Vice-Principal of Longfellow School, without some help, most of the children in his schools are predictably failures when they enter school. He said a study revealed that of 2,000 Indian students in the Great Falls system only three or four ever have been graduated from the public schools. By the sixth grade, the average student at Longfellow or Emerson is two years behind in achievement levels. The typical sixth-grade student has missed an equivalent of two years of instructional time because of family disturbances and frequent moves.

The first order of business in the minds of project administrators in Great Falls as they began to design their programs in 1967 was to get the children to school. Lesmeister said, "We felt we had to get kids to the point where they wanted to come to school, so that they wanted to come regularly and so that they wanted to stay in school once they got there before we could begin to work with them in the cognitive areas."

That statement pretty much explains the choice of sponsor model. The University of North Dakota in the early sixties embarked on an innovative training program called New School to retrain teachers holding two-year certificates. Vito Perrone, the Dean of the Teaching and Learning Center at the University, believed that rural schools--many of them

(continued on page 2)

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Follow Through:

one-teacher schools--were living examples of open education. He believed that their teacher-centeredness, their multiple activities occurring simultaneously in multi-grade rooms and the innovation necessary to come up with relevant resources in the rural setting reflect the essence of open education. So from the New School program, Perrone extended North Dakota's teacher training interest to training for open education based



on, as Lesmeister put it, "the British infant school movement and child development theory according to the gospel of Piaget."

Thus Emerson and Longfellow schools would become schools without failure, schools centered around the needs of children, schools open to initiatives of teachers to provide interesting and relevant materials and activities, schools looking after the emotional as well as the intellectual needs of children. In a word, schools that were open.

As open schools, they would take on the physical appearance of open schools. The rows of desks disappeared. Tables for groups of students took their place. Swatches of cloth and chunks of carpeting were lain and draped about to identify private areas. The teacher's desk no longer occupied the central prominence it does in the traditional classroom.

To become schools without failure, teachers would have to find new ways in which students would succeed. Lesmeister said each staff member assumed the personal responsibility to see to it that every child in some small way finds an activity to accomplish happily and successfully each and every day.

To maximize individual instruction and individual attention, the learning program would be based on continuous progress within self-contained classrooms. Students would use the same materials as any

other Great Falls primary level students but each would begin at the level he or she brought to school and there would be a heavy infusion of supplementary, high interest materials, activities and field trips.

Second only to the concern for student's experiencing success in school would be the concern that their language development receive continuous attention--even at the expense of other subjects. Lesmeister said, "These kids come to us semi-illiterate in terms of an ability to verbalize all those experiences middle class students have with nursery rhymes and learning colors, names of animals, attending movies, having pets, going on trips to other parts of the country--those things are simply missing in their lives."

The answer to language development certainly did not lie in what he called, "lock-step basal texts where every third grader in the district is on the same page on the same day." Instead, Follow Through explored a life-experiences approach to language development and they got some first rate counseling for it.

Part of the services of the sponsor model is to provide inservice training for teachers and to line up the consultants in specific areas as the teachers request help. The University of North Dakota arranged for consultation by such notable experts as Bill Martin, a key author

for the publishing firm of Holt, Rinehart and Winston; Roach Van Allen, the father of language experience approach to reading; and Robert and Marlene McCracken, developers of a nationally used informal reading inventory.

Reading is only one area where the staff received special help. Since Great Falls Follow Through puts the central importance of the learning process on student-teacher relationships rather than on student-materials relationships, teachers carry a special burden in diagnosing needs and coordinating activities. Follow Through funding provides a teacher aide for each classroom in the K-3 levels and up to ten days per month of inservice training for each teacher. A consultant from the University of North Dakota spends one week each month in the Great Falls schools working in classrooms with teachers, and providing materials. As a result of the extra helping hands, the two schools probably have the largest staffs of any elementary school in Montana. There are about 45 adults in positions for aides, paraprofessionals and professionals working with about 450 k-3 students.

Yet, open education and small teacher-student ratios are not stories by themselves. After all, open education in its most recent wave of popularity has been with us since the late sixties and most teachers will tell you they can do a better job with fewer children.

The real story at Great Falls Follow Through is the total commitment to the special needs of low income children. The school extends as deeply as possible into the students' lives which in many cases means into their lives at home

as well as their lives at school. Follow Through provides complete health services for low income children and coordinates many social services for their parents.

The argument for providing broad family services says that it is impossible to make education important to children whose parents did not find and probably still do not find education to be important in their lives. If the school is to genuinely take the whole child approach to learning, it would be shortsighted to overlook the family life of the child. One way to compensate for the parents' negative attitude toward school is



get them involved in school programs and to act as the facilitator for the services they need.

Follow Through's attempt to work with parents has resulted in the embryo of a community school. At the heart of their parent involvement program is a Parent Center located a few blocks from Longfellow School in the basement of a church. Orpha Kragnes, Assistant Director of Follow Through, said many low income parents are reluctant to come to the school because it represents an institution in which they failed and they feel threatened or guilty when a representative of the school comes to their home. Thus the Parent Center has become the stepping stone to involvement in the school for many parents. It is a place where parents can learn a craft, take a class in nutrition or home economics or family planning, get into a lively game of hingo, attend luncheons and pot-luck dinners, hold a rummage sale, all with the presence of some of the staff members of Longfellow and Emerson Schools. Kragnes said, "We can meet them at the level they are comfortable and they start to trust us."

One of the most important functions of the center is to act as a clearinghouse or information center for the maze of social agencies with which low income persons must deal. The center has been so successful that agencies are beginning to check in with the center when they need to contact someone in the neighborhood. A mental health agency uses the center as a kind of remote office for its services. Sometimes the center is



a friend when other agencies can't help. It maintains a fund from proceeds of rummage and bake sales to help families facing emergencies while social agencies process requests.

Once parents are involved in activities at the Parent Center, it is not too great a step for them to get involved in the school. An 18-member Parent Advisory Council for the Follow Through school program has 13 positions for low-income parents. They are welcome in the school in almost any capacity in which they will come. They have been encouraged by receiving a high preference in hiring for school jobs such as lunchroom attendants. About 15 are hired as classroom aides. Many more come to occupy what are called parent stations. These are mini-courses taught by parents in whatever skills they might offer the school. Up to five interested students can take an hour or so from regular class work to learn such skills as quilting, cake decorating, oil painting, crafts, and small engine repair. Last year, 60 parents occupied teaching stations.

That is the basic formula for Follow Through as conceived and executed in Great Falls--open classrooms with special emphasis on language, school without failure, comprehensive student services, parent involvement and social services.

But does it work? Listen to Lesmeister click off what he sees as the accomplishments of nearly a decade of compensatory education in the two schools.

reading, a philosophy by the way developed by the McCrackens."

"Because the kids' attitudes are changing, the attitudes of their parents are changing. They are increasingly seeing the school as meeting their and their children's needs. They call and communicate, they let us know where the kids are or let us know they are taking off for a couple of days to the reservation. We have low income parents turning out for parent-teacher conferences and coming into the classroom and helping out."

"We decentralized the classroom. Kids no longer function as a classroom unit. There are a number of activities going on at the same time without disrupting the others."

"We have learned that there needs to be a continuous progress attitude toward low income kids and that teachers must take them in terms of achievement where they are when they come in the classroom."

"We learned that it's relatively easy to integrate subjects and still meet a number of learning objectives simultaneously and at the same time add to the level of interest for the child."

"We found that because of our open atmosphere, teachers are much more willing to share and have moved away from closing the door behind them and saying, 'This is my classroom and I'll run it as I please.'"

"We have shown that there is a place for paraprofessionals in the school."

measure success or failure strictly in percentile points, stanines and standard deviations, Follow Through is not the answer. Because of the time-consuming nature of working with the emotions of children and the emphasis on language development, Lesmeister admits that some subject matter is put behind. Open education can be a slow developmental training process for teachers as well as students. Lesmeister estimates the average break-in time for a good open classroom teacher is at least two years, and that's with the ten days per month of inservice help

tremendous change in the affective area. They are not turning off to school the way they used to."

And because school meets their needs, the parents and the kids, not test scores, sell the program. Bergman noted that, "We've been told every year that the next year would be our last, so we've had to be ready for the end." And if the federal support does leave, we suspect there is a whole neighborhood in Great Falls ready to fight for its schools and an administration and staff that still will be providing humanized, personalized education.



from the likes of Martin and Van Allen and the McCrackens, and the specialist from Grand Forks. Teacher turnover hurts even more than in more materials-oriented traditional schools.

But those disappointments don't deter Lesmeister and Kragnes and Principals Jim Bergman and Boh McNees. Lesmeister said, "On paper alone, certainly our tests would have been higher if we had gone for a more structured cognitive program. Our program isn't the kind where we can pick up a piece of paper and say, 'See my test scores; this is what I accomplished.' On the other hand, we see day-to-day with both the parents and the kids, a



"We have successfully modified the attitude of children toward school. We are seeing children who typically would be expected to be truants coming to school rather than playing in the streets. Some of them whose mothers don't come home at night get up on their own and come to school."

"We have seen children begin to demonstrate levels of ability in creative writing and expression far greater than expected of them otherwise. When we first started the program we had a well stocked library that seldom got used. Now our library is probably one of the best used in the district. Our kids read for enjoyment and we've implemented a period of building-wide, silent sustained

"We have proved that you can change the quality of teaching in the school. We have teachers who before had never had time to show much creativity or initiative, who now are very creative and show a lot of consideration for the individuality of kids."

And if it has shown all of this, it also has shown some disappointments. Encouraging self-confidence requires sustained, repeated reinforcement over a long time. Parents with frequent rental problems, who shuffle between jobs and between the city and the reservation, have created a 50 to 60 per cent turnover rate at Emerson and Longfellow. That puts a sudden end to sustained reinforcement for many children. For those who



MONTANA MIGRANT EDUCATION



"Every father feels bad for the children when they are in the fields. The sun, the mosquitoes, nothing to do--it's no good. All the fathers say this; the children should be in school."



Gene Medina knows. He and his wife Heremelinda have eleven children and they have tried to put all of them through school. Tried in spite of the fact that the children are in school at home in Carrizo Springs, Texas for only five months. Every April for the last 10 years, the family has piled into a car and driven some 1,800 miles to a farm near Hardin to thin and weed sugar beets. They pick up hoes at six in the morning and often do not put them down until seven at night. All work as soon as they are old enough--father, mother, daughter, son. In six weeks they will pack their belongings again and drive to Colorado to work in fields of onions and carrots.

Spread along the irrigated croplands of the Yellowstone river are 11 schools in 9 communities operating for six or seven weeks each summer to provide an

important link in the education of more than 1,400 migrant children like the Medina's each year.

Funded by federal ESEA Title I money, administered through the State Superintendent's office and operated by Billings School District #2 as the grantee, the program is as different from traditional school as its administration suggests.

Frank Kolendich, supervisor of migrant education for the Billings Schools, said the challenge of migrant education is its very changeableness. Administrators of the program do not know how many students they will have, migrants arrive at different times during the season depending on how the crops have matured along a 400 mile stretch of the Yellowstone. Variations in learning abilities are exaggerated for migrant children by the fact that until they enter school, most of them speak only Spanish

and show language problems associated with bilingual backgrounds. Sociologically we would term them children from a low socio-economic background, but for many, the only accurate description for their condition is acute poverty.

If this is poverty, however, it is not the poverty of despair. "These people just make a living, that's about all you can say, but in an age where we have massive welfare programs and unemployment, it's amazing to find people who will drive 1,800 to 2,500 miles a year just to find work--hard work," Kolendich said.

So rather than despair, what pervades the schools in Billings, Fromberg, Worden, Hysham, Kinsey, Terry, Glendive, Sidney and Fairview is a feeling of pride, of learning motivation and of a joy of living not to be found in students

in some of the best neighborhoods.

A remarkable example of that enthusiasm for learning is easily seen in the secondary programs, one in Billings serving the western end of communities having migrant workers and one in Fairview serving migrant families in the east. Fairview secondary program has been in operation for three years and enrolls more than 200 students, from 13 to 21 years of age. The Billings site has about 100 students.

Those enrollment figures are remarkable considering most secondary students have spent 10 to 13 hours in the fields each day, at least six days a week, before they make a long bus ride for evening classes -- and all the more remarkable considering all of them attend voluntarily. Kolendich said, "When we started the program in Fairfield, people were saying there's no way you're going to get kids in from the field to go to school at night." The staff persisted, however, and he said, "The reaction was just the opposite; kids would rather ride a bus and come to school than sit in a migrant shack."

After a 7 p.m. meal, each student has the opportunity to take classes in welding, auto mechanics, typing, language development, wood working, health occupations, swimming, art and crafts, driver education and home economics.

The elementary program while perhaps not so dramatic in its reflection of student motivation, is unique in its own way. Kolendich said, "A lot of people associate a summer program with baby sitting and play. It's not at all; we hit these kids with the basics every morning. They get math, a criterion-based reading program, we look for their learning problems and reinforce in those areas."

Of course much of that reinforcing is in the area of language. Kolendich said, "You begin to notice their special learning problems about the third grade when you see that their reading abilities are not keeping up." A specially trained staff goes to work on those language problems every school day. About 60 per cent of the staff are bilingual and more than 20 per cent is Chicano. There is a spirit of commonality among migrant educators that seems to bring them back year after year.



One of the consultants to the program, Jaime Arredondo, is also a principal of one of the "sending" schools in Texas. He has been in the Montana program for six years. A total of 16 teachers are migrants themselves in the sense that they come from Texas to Montana each summer to teach migrant children. Another teacher, Darla Funk, has traveled from her position on a university staff in Youngstown, Ohio for the past five summers.

What makes migrant education so special to teachers? The nursing supervisor, Lucille Amestoy, put it in a way that probably speaks for most of them, "These kids are so hungry for new experiences, you can do almost anything you want and they love you for it." The program this year hired six counselors to work among the 11 schools. Kolendich said they briefly were at a loss about what they were supposed to do because they found the teacher-student relationships so positive that problems were not surfacing.

Another reason teachers keep coming back is that the program presents a teaching situation many teachers will see in conventional school only in fits of outrageous optimism. The student-teacher ratio is about 8:1 except for pre-school where it is about 4:1. Teaching migrants also allows teachers to become immersed in a different culture for a while. An active inservice training program has been developed over the nine-year existence of migrant education in Montana to increase teachers' awareness of the Mexican-American culture. Rose Mendoza, the staff consultant in career education and early childhood education, while developing a career awareness program based on the theme of "heritage of work," also provided a teachers' resource explaining the history of the Chicano culture. Furthermore, Spanish speaking staff members have informal classes in Spanish for other staff three times a week at all the sites. However there is a certain price to pay for this enriching teaching experience. Kolendich requires a teacher to be on every bus every day, so some teachers get up as early as 4 a.m. to be aboard for the long morning runs.

The elementary program begins at infancy in some cases. Migrant

educators are allowed to provide preschool and infant care if taking in infants allows another student--usually a brother, sister or cousin--to attend school. This summer, the program provided nursery services for a six-week-old infant whose mother had been trying to care for her while working in the fields. "You can't just leave a baby laying in the back of a pick-up all day," Kolendich said.

Coordination is one of the most important features of the administration of migrant education. In a sense, migrant education has a national administration, since about 750,000 migrants crisscross this country each year in fishing and agricultural industries. "What we have is a school based on ANB paid by the Federal government instead of by the state," Kolendich said, "You can't expect the local schools to pay for the education of children who are there for only six weeks."

National educational services such as a student record system are being developed. As each student leaves his home or "sending" school, health and academic records are sent to a computerized records-holding center in Little Rock, Ark. In the case of Montana, as migrants arrive, vital information is retrieved in about three days. Local administrators update student records with information resulting from the Montana program and return records over the wires to Little Rock. Schools, for example, in Michigan where many of the Montana migrants go next on their yearly tour again retrieve and update school records and finally, a permanent record for the student is pieced together for the "sending" schools.

Through a system of interstate agreements, students who complete courses in secondary schools at Billings and Fairview are able to transfer those credits to Texas for graduation purposes.

Other services for migrants have resulted from the recognition that they have special needs. The elementary program offers students breakfast, lunch and an afternoon snack before the bus ride home each day and the migrant education office coordinates health services provided by state and local agencies. Sometimes, that is no small effort. Students at all the



sites receive dental exams, fluoridation and a health screening. At two sites a dentist travels to schools in a mobile dental office--a van with the distinctive dentist's chair mounted inside.

But the national aspect of migrant education does not detract from the fact that Montana migrant education is genuinely a local program with a locally developed curriculum and the talents of what the enthusiastic Kolendich termed some of the best teachers in the county.

Because it is a unique local program and because the arrival of

the migrants is a recurring welcome happening in those communities, Montana migrant education attracts abundant attention. A score or more newspaper articles are printed during the migrant season--this year including a double page spread in one of the state's biggest dailies. Reviewers from state and federal agencies are in and out of the schools almost constantly, but students go right on learning with a verve and curiosity that reaffirm just what you would hope--a migrant school is a place where students want to learn and teachers want to teach.



CAPSULES

Rita Brownlee, formerly Reading and Language Arts Supervisor and Assistant to the Elementary Education Supervisor in the state office, is now full-time Reading Supervisor. Her duties in elementary education in her previously split role were assumed by Hal Hawley, whose arrival on staff was announced last month. Brownlee said her new job will allow her to spend full-time with reading programs in levels K-12 and particularly with the Reading Improvement Program (RIP). RIP is a federally funded activity for designing criteria for excellence in reading programs and for providing technical assistance to reading teachers. Districts may designate a coordinator to participate in inservice training from the state office. Information brochures describing services available in the Reading Improvement Program have been prepared and will be mailed to schools soon. Brownlee also will be conducting an extensive assessment of the inservice training needs of elementary reading teachers. For more information about her reading programs, write Reading Supervisor, Office of the Superintendent of Public Instruction, State Capitol, Helena, 59601.

The following material is an update to the Montana Audiovisual Directory. The 1976 supplement to the Directory was mailed to schools this month. If you have not received your supplement, notify Bruce MacIntyre, Assistant to the Supervisor of the Library-Media Program in the State Superintendent's office, State Capitol, Helena, MT 59601.

The Montana State Audiovisual Library has added three new copies of the popular film, "You Pack Your Own Chute," No. 8165, a film about self-reliance and confronting unrealistic fears as barriers to success. If you ordered this film earlier this year, but could not get it, please try again.

The library also has added some new films to the collection that were not received in time to be included in recent catalog supplement. These are available for immediate ordering:

No. 8782 *SKILLS BUILD AMERICA* GM Films, 1976, 9-12 & Adult, Color, 12 min. The 1973 VICA Skills Olympics is the subject of this documentary film which not only relates the competition and meetings of this national contest, but also the purposes and goals of the Vocational Industrial Clubs of America Organization itself. (Career Awareness) (Vocational Guidance) (VICA)

No. 8808 *SNORKELING SKILLS AND RESCUE TECHNIQUES*, Red Cross, 1976, 7-12, College-Adult, Color, 12 min. Discusses the selection of proper equipment for snorkeling and demonstrates such necessary skills as water entry methods, clearing mask and snorkel of water and using swim fins properly. Designed for use in lifesaving classes. (Swimming) (Water Safety)

No. 8809 *SURVIVAL SWIMMING* Red Cross, 1976, 7-12, College-Adult, Color, 6 min. Demonstrates various means of survival in the water including minimum effort flotation, use of clothing for preserving body heat and for buoyancy, treading water and techniques for use by non-buoyant swimmers. Designed for use in lifesaving and water safety classes. (Swimming) (Water Safety) (Boats and Boating)

No. 8810 *NON-SWIMMING RESCUES*, Red Cross 1976, 7-12, College-Adult, Color, 6 min. Demonstrates a variety of ways to prevent drowning without having to swim to the aid of the victim. Various suggestions for extension devices, flotation devices and wading rescues are presented. Designed for use in lifesaving and water safety classes. (Swimming) (Water Safety)

No. 8811 *SWIMMING RESCUES* Red Cross, 1976, 7-12, College-Adult, Color, 8 min. Demonstrates various techniques of rescuing drowning victims when it is necessary to swim to the aid of the person in trouble. Topics such as entry into the water, adaption of normal swimming strokes, approaches and carries are presented using simulated situations and underwater photography. Designed for use in lifesaving and water safety classes. (Swimming) (Water Safety)

No. 8812 *SPECIAL EQUIPMENT RESCUES*, Red Cross, 1976, 7-12, College-Adult, Color, 8 min. Demonstrates the use of standard lifesaving equipment such as shepherd's crooks, flotation tubes, tow lines, torpedo buoys, as well as items such as paddle board, surf boards, scuba diver's flotation vests and other aids that may be available in special situations. (Swimming) (Water Safety)

No. 8813 *DEFENSES, RELEASES AND ESCAPES*, Red Cross, 1976, 7-12, College-Adult, Color, 8 min. Many potential rescuers become drowning victims if they are pulled under by a panicky swimmer. Demonstrations of release techniques, ways to avoid being pulled under and escape from a variety of situations are presented. This film is designed for use in lifesaving and water safety classes. (Swimming) (Water Safety)

No. 8814 *PREVENTATIVE LIFEGUARDING*, Red Cross, 1976, 7-12, College-Adult, Color, 10 min. The function of a lifeguard is not only to be a lifesaver in emergency situations, but also to try and prevent emergencies from developing. Such common sense ideas as teamwork, buddy systems, preparation, physical design, and awareness are discussed and demonstrated. Designed for use in lifesaving and water safety classes. (Swimming) (Water Safety) (Accident-Prevention)

No. 8815 *REMOVAL FROM THE WATER*, Red Cross, 1976, 7-12, College-Adult, Color, 5 min. Demonstrates various means of carrying a rescued person out of the water. Shows both the injured and uninjured victim situation and how to use flotation boards in case of suspected injury. Designed for use in lifesaving and water safety classes. (Swimming) (Water Safety)

No. 8816 *BOATING SAFETY AND RESCUES*, Red Cross, 1976, 7-12, College-Adult, Color, 12 min. Demonstrates safe boarding practices for both canoe and small power boats. Such factors as center of gravity and weight distribution are presented as well as what to do in case of emergencies and how to assist someone else in trouble. Designed for use in lifesaving and water safety classes. (Swimming) (Water Safety) (Boats and Boating) (Canoes and Canoeing)

Ability counts. Stimulating awareness of the abilities of handicapped persons and encouraging community acceptance of them is the purpose of a contest called Ability Counts sponsored by the Governor's Employment Training Council. The theme of this year's contest is "Handicapped People and Affirmative Action." Participating students should submit themes based on interviews with handicapped persons with employers and with staff of such agencies as the Disabled Veterans Service, the Montana Association for Retarded Citizens, the Job Service, Vocational Rehabilitation offices, Alcoholism Information and Treatment Centers and United Way. Themes or "survey reports" of about three pages are accepted. Authors of the five top surveys will receive scholarship bonds in amounts of \$300, \$250, \$200, \$150, \$100 donated by the Governor's Employment and Training Council, the Office of the Superintendent of Public Instruction, the Employment Security Division and the Department of Social and Rehabilitative Services. In addition, the student winning the first prize will receive a round-trip ticket to Washington, D.C. and \$100 for expenses provided by the Montana AFL-CIO to attend the Annual Meeting of the President's Council on Employment of the Handicapped. The deadline for themes is Jan. 14 and the five winners will be selected by Feb. 14. Winners will be asked to appear in Helena for an awards ceremony March 3. More details about the contest and the specific format for submitting themes is available from Dave Fuller, Executive Director, Governor's Employment and Training Council, Box 169-Capitol Building, Helena 59601.

Some extra ESEA Title III incentive grants will be available this coming year. (For a description of the new consolidated Title III and IV program see story on page 7.) Because of savings in another area of Title III, 10 competitive incentive grants for \$2,500 will fund programs to operate in the spring and summer of 1977. Bill Elliott, Supervisor of Titles III and IV in the State Superintendent's office, said the purpose of the special grants is to make possible larger curriculum development programs in schools involving more staff members than usually might work on the smaller \$1,500 incentive grants. Applications must be postmarked on or before Jan. 21 to be eligible for review. More information is available from Elliott or from Laurelee Wright, Title III Program Assistant, Office of the Superintendent of Public Instruction, State Capitol, Helena 59601.

TITLE IV

Because MONTANA SCHOOLS publishes a calendar, we receive frequent questions about when schools are open and when they are closed. With the exception of a broad state mandate to conduct instruction and a few state holidays, we don't know very much about local calendars in the 835 districts in Montana. Here's the state education calendar, in as much as there is one, as excerpted from state law.

Schools are required to have 180 pupil instruction days. Add to that seven pupil-instruction related days and you have the school term. Official school holidays when school should not be conducted are

*New Year's Day Jan. 1
Memorial Day last
Monday in May
Independence Day July 4
Labor Day first
Monday in September
Thanksgiving Day fourth
Thursday in November
Christmas Day Dec. 25*

*State and national election days when the school building is used as a polling place and the conduct of school would interfere with the election process.
When any of the preceding holidays fall on a Saturday or Sunday, the preceding Friday or succeeding Monday shall not be a school holiday.*

So you see, we really don't know if schools are closed for Pioneer Day in Poughkeepsie.

We blew it. The list of members in the Library Study Committee described for you in the November issue had more holes in it than a screen door. Please give us a chance to set the record straight. First, Tom Eaton is Superintendent of Garfield Co. High School in Jordan. James Longin is Principal of Highland Park School, Lewistown. Three names were omitted from the list. They are Mary Moore, Glasgow City-County Librarian; Al Randall, School Librarian, Libby High School; and Susan Nissen, School Librarian, Laurel Jr. High School. While we were making all the mistakes, some changes in the membership occurred as well. Helen Kampfe resigned from the committee and will be replaced by science teacher John Linn, Billings West High School. Alberta Titus has resigned from her position as Library Development Coordinator with the Montana State Library and is being replaced by Alene Cooper, who also will take her membership on the committee. Our apologies.

Innovation grants, incentive grants, demonstration grants, adoption grants, allocations--what's the difference? There's plenty of difference, and one big similarity. They are all available in one grant application under a consolidation of categorical federal programs, in this case, Title IV of the Elementary and Secondary Education Act.

We announced the consolidation in last month's issue of **Montana Schools**, and now we're going to tell you once and for all what's in there, who can get Title IV grants, and what they can buy so everybody has a chance at the \$900,000 that will go to schools this year from Title IV.

First, recall that the new Title IV program includes all the previous concerns for ESEA Titles II, III and V, the National Defense Education Act (NDEA) Title III plus some stray funding for health and nutrition and dropout prevention. What this means is that if you ever were reimbursed with federal funds for buying books for your library (ESEA II), or flasks for your chem lab, maps for your history classes, tape equipment for your foreign language department or cameras for your dark room to name a few items from the old NDEA III, you need to read this. If you ever paid part of the salary for your counselors or bought new materials for them with ESEA III funds, this is for you. If you ever had an innovative teaching idea that required a little more money and materials than you had on hand, or if you ever wanted to duplicate a project you knew of from a certain list of federally approved projects, read on.

The new Title IV program is divided into two broad categories. The first is Part B, non-competitive allocations, and covers some school expenses for libraries, instructional equipment, guidance and counseling materials and salaries for guidance counselors. Part B is non-competitive in that you are qualified for an allocation regardless of how many other schools also are qualified. As a matter of fact, last year when the program was under NDEA II, every school in the state would have received an allocation had they all applied.

Of course the amounts vary considerably from school to school. Allocations are based on an enrollment formula with increasing amounts for schools with a high percentage of low income students, serving a sparse population or having a high tax effort in relation to per pupil operation revenue from voted levies. There is a nice new feature in Part B allocations of less than \$1,000. Schools with allocations up to that amount will be paid their legitimate costs as soon as projects are approved rather than on the basis of reimbursements as has been the practice. Finally, Part B of Title IV is intended to be a "supplement not supplant" program so school staffs need to be able to document their past expenses in their library, instructional materials and guidance programs.

Part C of ESEA Title IV is the second major category of grants available to schools. Many of you will recognize in it the old ESEA Title III incentive-innovation grants program with a few additions and rearrangements. The central theme of Part C still is innovation and applicants still are in competition for funds, but there are now five subcategories of grants.

While innovation is the key concept in these grants, the first criteria for a competitive grant is a documented need, according the Bill Elliott Supervisor of Titles III and IV in the state office. He said innovative ideas abound, but unless they can be demonstrated to be related to a documentable learning need, they are not qualified.

The first of the five categories of Part C is adoption grants. They permit schools to duplicate or "adopt" projects from a list of "verified" projects from across the country which were developed under ESEA Title III. Funding will pay schools for transporting staff to demonstration sites, for special materials, for the cost of substitutes while staff are gone and for the cost of members of the demonstration staff to come to Montana. By the way, the verified projects are described in a book entitled **Educational Projects That Work**. Elliott's office has about 25 copies available on loan or the book may be purchased, prepaid (\$4.95) from Far West Laboratory, Order Department, 1855 Folsom St., San Francisco, California 94103.

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The second subcategory of competitive grants are what used to be known informally as mini-grants, or officially as innovation incentive grants and now are called simply incentive grants. The purpose of incentive grants, which can earn up to \$1,500, is to make resources and time available to teachers for innovative projects they can implement in the classroom. It can pay for teacher's time, materials, equipment and in-state travel.

Innovation grants, representing a third category of competitive funding, are essentially bigger incentive grants. They allow for considerably more funding but they also are more closely watched. They require the commitment of an entire school staff rather than just one or two teachers, and Elliott warned schools should not consider seeking innovation grants unless they fully intend to become a demonstration site and to develop a "transportable" kind of project for other schools to adopt. He said innovation grants are for school staffs who can tackle a whole new instructional idea, develop it and sustain it over a number of years. Also, innovation projects may not duplicate projects on the list of verified projects mentioned before.

Once an innovation project is established, it likely will become a demonstration site. A fourth category of Part C monies supports demonstration sites in helping still other schools which have adoption grants. Montana has only one demonstration site. Sacajawea Elementary School in Great Falls is a demonstration project for a precision teaching model and is in the second year of training school staffs from Montana and the nation.

The final category of Part C grants is a newly created area of granting. It offers assistance, primarily in the form of consultation, to schools whose staff want to under take a project to implement the eight dimensions of a Basic Quality Education and the 15 Montana's Goals for Education. This fifth category is experimental and is intended to encourage projects in humanistic education and to support attempts by local districts to conduct needs assessments and to design programs according to the goals established for Montana education in 1972.

The application deadline for both Parts B and C is Feb. 4 and Elliott said the deadline will be closely observed by the office. The non-competitive allocations will be made as soon as applications are received, so the sooner you get in your applications, the sooner you get paid. The Part C funds, because they are competitive and application must necessarily be considered together, will be awarded after Feb. 4 and before April 15.

The single application form with an explanatory cover letter has been mailed to each school. Questions about the new administration of Title IV can be directed to Bill Elliott, Supervisor of ESEA Titles III and IV, Office of the Superintendent of Public Instruction, State Capitol, Helena 59601, 449-2059.



Teacher of the Year

The press release reads matter-of-factly, "Mrs. Vera G. Bruggeman, an English teacher at Baker High School, has been selected as Montana's Teacher of the Year for 1976." Vera Bruggeman is the kind of teacher who makes that sentence seem a paltry understatement.

Harry Erickson, Superintendent of Baker schools, summed it up when he said, "Here she is about 60-years-old, and in terms of effort and enthusiasm, you'd think she's 25."

Vera Bruggeman began her teaching career in Mildred High School in Prairie County after graduating in 1934 with honors at the age of 19 from the University of Montana. She moved to Baker in 1937, married the Vice-Principal, Francis Bruggeman in 1938 and because married teachers were not allowed to be employed in the same school system, did not return to the classroom until 1964.

In the meantime, she participated in local government and civic groups that take several paragraphs to list. She was the first woman to be elected to the Baker City Council; she served on boards for the Fallon County Library, the Cancer Society, the 4H; she served on the Committee on Post-War Planning and the Baker City Study Commission... to name a few.

But with all of that, her dedication to schools is complete. Her husband, Loren Frederick or Fritz, as he is

known in Baker, said recently in a phone interview, "With her, teaching isn't a job, it's a way of life." Mr. Bruggeman is a fellow who knows what dedication to teaching is all about. He won the Teacher of the Year award himself in 1958. "Only then it was called the Teaching Oscar," he said. Mr. Bruggeman attended school in Baker and was a music teacher there before taking on a 30-year-tenure as Principal of Baker High School.

Mr. Bruggeman let us in on a secret that shows how deeply their involvement in education runs. "We eloped on a trip to the MEA convention," he said "We didn't tell anyone except for the superintendent who went along with our secret. Then at Christmas, he had the faculty put on a play for the school with the plot being what we had done."

Mrs. Bruggeman apparently is a good sport about such matters. Erickson said, "She's always doing something in the school -- when we have a faculty-staff basketball game, she's there as a cheerleader. She spends all of her prep periods in her room with a bunch of students. She's just always with kids," he said. "She's a real teacher." Mr. Bruggeman added, "Some kids feel at first that she's too demanding, but so many come back year after year, and tell us she's the best they've ever had."

UNCLASSIFIEDS

The Office of Education will be conducting a public hearing on Dec. 17 in Helena about the preparation of rules and regulations for new federal VOCATIONAL EDUCATION legislation included in the education amendments of 1976 (Public Law 94-482). The hearing will begin at 9 a.m. in the Montana Power Co. conference room, 1315 North Main (Lower Level). Information about the public hearing was to be published by Nov. 9 in the *Federal Register* and questions may be directed to John Lacey, Program Officer, Occupational and Adult Education, Department of Health, Education and Welfare, U.S. Office of Education, Region VIII Federal Office Building, 19th and Stout Streets, Denver, Colo. 80202, (303)-327-4295.

A Center for Community School Development has been established at Montana State University in Bozeman. It is cooperatively funded by the University and by the Northwest COMMUNITY EDUCATION Development Center at the University of Oregon, Eugene. A statement from the Northwest Center says the purpose of the new office will be to conduct training for Montana communities in community education. The Director of the Center is Gloria Gregg, former Michigan Community School Director and member of the staff at Western Michigan University's Community Education Center. The address of the new office is Montana Community Education Center, School of Education, Reid Hall, Montana State University, Bozeman 59715, 994-4731.

The Northwest Regional Educational Laboratory, Portland, Ore. recently released a CATALOG of products and services available from the Lab. They are in nine categories for adult education; bilingual/bicultural education; career education; communication skills; computer technology; evaluation, assessment and research; instructional improvement; management and organizational improvement; and reading and language development. Examples of resources in the 32-page catalog include sets of competency-based instructional materials for use by adult education counselors, oral language tests for bilingual students, a career education "survival manual" explaining the maze of issues and concepts in this newly revitalized field, a film and cassette-accompanied instructional set in interpersonal communication for teachers. Also in the catalog is a list of contracted services available through the Lab. Northwest Regional Lab is a non-profit organization supported by grants and contracts. For the free catalog, write Northwest Regional Educational Laboratory, Office of Marketing and Dissemination, Department J, 710 S.W. Second Ave., Portland, Ore. 97204.

Hold everything. The Montana Association of Elementary School Principals Conference has a NEW DATE. Previously scheduled for Jan. 27-29, the conference instead will be on Jan. 30, 31 and Feb. 1 at Fairmont Hot Springs.

The National Association of Geology Teachers recognizes each year an outstanding EARTH SCIENCE teacher from Montana. Roger Larsen, Glasgow, won the honor last year. Applications and nominations for the award should be submitted to Bruce Baty, Hellgate High School, 900 So. Higgins Ave., Missoula 59801. The deadline is Dec. 1.

It seems almost cruel to mention this, but for a fortunate few, the history department staff at Northern Montana College, Havre, are organizing a study tour to ATHENS, ROME and other ancient sites March 17-28. The tour can earn graduate and undergraduate credit and will have a student to tour leader ratio of about 10-1. For more information and an approximate itinerary, write—before Dec. 1 if possible—Arthur Dolman, Chairman, Department of History, Northern Montana College, Havre 59501, 265-7821, ext. 252.

Habitrail products for hamsters and gerbils is offering a free, eight-page booklet with six lesson plans about instructive ways HAMSTERS may be used in the classroom. Subjects include kindness, food, health and dental care, population, exercise, sleep and neatness. The Meta-frame Corp., which makes Habitrail says the booklet is free to any educators interested in using its products, by writing on school letterhead to Habitrail, P.O. Box 323, Radio City Station, New York, N.Y. 10019.

The Education Commission of the States has published a book to answer some of your TITLE IX questions. According to a Commission notice, *A Digest of Federal Laws and Regulations Affecting Equal Rights for Women in Education* analyzes all major federal legislation dealing with women's rights in education and summarizes the accompanying regulations including Title IX of the Educational Amendments of 1972. Previous editions of the same booklet gave only the proposed rules, regulations and compliance deadlines. The book also covers Title VII of the Civil Rights act of 1964; the Comprehensive Health Manpower Training Act of 1971; the Equal Pay Act of 1963; the Equal Protection Clause of the Constitution's Fourteenth Amendment and others. Write Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln St., Denver, Colo. 80203.

A new Public Broadcasting Service children's program called STUDIO SEE might visit you. Beginning Jan. 1, STUDIO SEE will send traveling video crews around the nation to produce "location features" about kids, their activities and their interests. Jayne Adair, Producer, said, "We are not looking for stars, just for the average kid who has a special interest and the perseverance to develop it." Also, STUDIO SEE wants to hear about unusual projects involving kids in the middle school/junior high age group. Educators with suggestions should write Jayne Adair, Producer, STUDIO SEE, South Carolina ETV Network, Drawer L, 2712 Millwood Ave., Columbia, South Carolina 29250.